



Spr 1 Year 1

VALUE: Compassion

Class: Tamar



ENGLISH

MATHS

SCIENCE

Geography

RE

PSHE

Drawing Club
Transcription,
handwriting letter
formation. Short
sentences to form short
narratives.

White Rose maths

Developing experts

Desert Exploration

Judaism Part 1

Keeping ourselves safe

Lesson Sequence

-I know a few familiar stories and I can recall some events.
 -I can use pictures and texts to identify meaning.
 -I can discuss some simple features of books; answering questions relating to, for example changes in font size, details in illustrations, identifying when someone is speaking.
 -I can join in with group reading of familiar stories.
 -I can use stories I have already read to support my predictions. -Say out loud what they are going to write about/ composing orally before writing.
 -Sequencing sentences to form short narratives.
 -Discuss what they have written.
 -Leaving spaces between words.
 -Joining words and joining clauses using and.
 -Beginning to punctuate sentences using a capital letter and a full stops.
 -Using a capital letter for 'I'.

Place value within 20
Addition and subtraction within 20
Place value within 50
Length and height
Mass and volume

Living things and their habitats

Compare the differences between things that are living, dead, and things which have never been alive

Identify and name a variety of plants and animals in a microhabitat
 . Design a suitable microhabitat where living things could survive
 . Find out what animals eat to survive in their habitat
 . Understand food chains
 Understand the journey food makes from the farm to the supermarket

- Where are the deserts?
- Are the deserts as hot as they say?
- How do camels survive in such a warm environment? What does a desert look like?

1.7 Who is Jewish and how do they live? (PART 1)

Super sleep
Good or bad touches
Who can help?
Sharing pictures



ART	DT	MUSIC	MFL	PE	Personal Development
Exploring Watercolour		Charanga		Get Set 4 PE	Compassion
<p>I can explore watercolour and understand the different effects I can achieve.</p> <p>I can work without an end goal in mind – letting the paint lead me.</p> <p>I have had the opportunity to see the work of other artists who use watercolour and share my thoughts about their work.</p> <p>I can name and use primary colours and begin to understand how colours mix to make secondary colours.</p> <p>I can understand that we all see different things in the artwork we make. We all have a different response.</p> <p>I can think about the marks I make and develop them further.</p>		In the groove Round and Round		Gymnastics 1 Dance 1 Healthy Movers	<p>Theme: Key figures of diversity</p> <p>British Values</p> <p>Link:</p>

Lesson Sequence

